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ABSTRACT

The handbook is intended to provide school administrators, vocational teachers, special education teachers/supportive personnel, and guidance counselors with the basic guidelines and strategies for implementing the Individual Vocational Education Planning (IVEP) process for disadvantaged. limited-English proficient, and handicapped secondary students in Tucson, Arizona. The handbook is also intended to help educators comply with requirements of the Carl D. Perkins Vocational Act of 1984 and the Vocational Program Standards of the Arizona Department of Education. Background information includes a mission statement, legal compliance requirements, and definitions of students with special needs and the IVEP. The IVEP process is then outlined in terms of a process checklist, and the paper/communication flow for disadvantaged, limited-English proficient, and handicapped students. Sample forms used in IVEP documentation include the High School Student Educational Plan, the Vocational Education Service Plan, and the Request for Assistance. IVEP role checklists identify responsibilities of the Assistant Principal for Instruction, the guidance counselor, the vocational teacher, and the Special Education Chair. Forms related to local school training are the Local IVEP Training Plan Checklist, the Local School IVEP Action Plan, and a suggested local school training agenda. The last sections provides related definitions including definitions of handicapping conditions. (DB)

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INDIVIDUAL VOCATIONAL EDUCATION PLANNING

(IVEP)

A Handbook for
Assistant Principals for Instruction
Vocational Teachers
Special Educators/Support Personnel
Guidance Counselors

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A Project in Cooperation with the

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INDIVIDUALIZED VOCATIONAL EDUCATION PLANNING

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MISSION STATEMENT

This Handbook provides the basic guidelines and strategies for school administrators, vocational teachers, special education teachers/supportive personnel, and guidance counselors, in implementing the Individual Vocational Education Process for disadvantaged/limited-English proficient and handicapped students. The handbook has been instigated through the new vocational program requirements in the Carl D. Perkins Vocational Act of 1984.

The Carl D. Perkins Act contains several new provisions for addressing the vocational needs of special populations in a comprehensive and systematic manner. The continuum of services to be provided includes communicating vocational program options to disadvantaged and handicapped students and their parents, conducting vocational assessments, counseling for placement of students in the most appropriate vocational program, adapting the vocational curriculum/instruction/equipment/facilities to meet the special learning needs of the student, and facilitating the student's transition from school to employment and a quality adult life.

The vocational program requirements of the Carl D. Perkins Act and the Vocational Program Standards of the Arizona Department of Education extend the existing missions of the departments of Occupational Education, Special Education, and Guidance and Counseling at Tucson Unified School District.

. . . The mission of **occupational education** is not just to develop a specialized skill but also to prepare learners to make appropriate career decisions, adapt and transfer skills learned to new occupational areas, and develop attitudes toward work that will enable them to succeed in the world of work. The mission of occupational education thus becomes one of providing learners with the opportunity to develop concepts and skills needed in order to reach personally identified career goals. Purposeful action that enables occupational education to reach its statement includes helping learners to:

1. realize a wide variety of occupational options
2. focus on specific occupational problems as well as general problem-solving skills that apply to any occupational life situations
3. apply attitude, skills, and knowledge to various occupational situations
4. understand and use generalized principles and skills in occupational situations
5. acquire information specific to occupational needs as well as develop dependable sources of information-gathering techniques
6. develop a comprehensive understanding of the role of various occupations in meeting human needs
7. integrate general and occupational education

8. view occupational education curriculum as a major part of life-long learning.

. . . The **Special Education** Department is committed to:

- Providing a comprehensive array of instructional related service options to provide a free and appropriate education for all handicapped children from kindergarten through 21 years of age. Such services shall be arranged along a continuum to assure that the individual needs of children are met irrespective of the severity of their handicapping conditions.

- Providing a systematic support system to regular education designed to help manage and teach an increasing range of individual differences. Such support should be aimed at mainstreaming children in the regular classroom as appropriate and preventing undue labeling and segregation of children. It also should aid in the integration of children who have been in more restrictive settings into the regular classroom.

. . . Tucson Unified School District is committed to ensure that all students have the opportunity to develop their intellectual potential, to acquire skills which will prepare them for life and to enable them to function as productive members of society. For the great majority of students regular education is the vehicle for the implementation of this commitment. Students who require additional or different educational opportunities, however, will find their needs addressed through the multifaceted offerings of the Special Education Department.

. . . The T.U.S.D. Comprehensive **Guidance and Counseling** Program is designed to address students' needs through three types of services: developmental counseling, remediation, and crisis counseling. Eight generic goals have been identified through surveys and other research processes, and apply to students at all grade levels. These goals are integrated within four developmental domains, and also apply to all students: intrapersonal, interpersonal, academic, and career/life planning.

. . . All our efforts focus on three constantly evolving questions:

- Who am I? (Identity)

- How do I fit into my environment? (Belonging)

- Where am I going? (Direction)

We live in a society that is complex, frustrating, and in transition. Educators would be doing a disservice to young people and the community if we neglected our students' affective needs for skill development. The context of the eight generic goals is destined to become the foundation upon which students will build their unique brand of independence, cooperation, self-control, and personal aspirations. If these are the qualities we want to foster in young people, then we must stress developmental guidance as we teach and nurture.

Goal 1.0 Students will develop a positive feeling of self-worth.
Goal 2.0 Students will be able to make decisions and solve problems.
Goal 3.0 Students will increase their life planning skills.
Goal 4.0 Students will be able to build and maintain relationships.
Goal 5.0 Students will acquire skills necessary for maintaining personal health and safety.
Goal 6.0 Students will develop study skills.
Goal 7.0 Students will be able to function in a group.
Goal 8.0 Students will increase their individual and group communication skills.

There are two primary **objectives** of this Handbook:

1. To inform school administrators and the vocational, counseling, and special education staff of TUSD High Schools of the compliance requirements of the following:

   - Carl D. Perkins Vocational Education Act of 1984 requiring specific support strategies for individuals needing special assistance in order to enroll and succeed in vocational education programs leading toward gainful employment.

   - The Arizona Department of Education recommended Vocational Program Standards currently being used to evaluate existing programs and to increase the quality of these programs.

2. To assist district personnel in developing and implementing a district-wide Individual Vocational Education Planning (IVEP) process that will impact on all beginning 9th grade special needs students interested in and/or enrolled in vocational education classes.

The approach the Tucson Unified School District is taking to meet the educational outcomes of the Individual Vocational Education Planning Process, involves the formation of "Special Needs Coordination Teams" (SNC/TEAMS) from each high school. Each TEAM is composed of the following personnel:

1. Assistant Principal for Instruction (team leader)
2. Designated Vocational Education Representative
3. Special Education Representative
4. Counseling and Guidance Representative
5. Vocational L.E.P. Representative (Pueblo/Tucson High Schools)

SNC/TEAM members are responsible for attending inservice training on the IVEP Process and in turn, providing inservice to their local high school site vocational, counseling, and special education staffs, as well as collecting evaluation data on the implementation of the IVEP Process at TUSD.

This IVEP Handbook represents the first DRAFT of a model to implement the IVEP Process at Tucson Unified School District. It is anticipated that the contents will change to reflect the positive outcomes and barriers to implementation as the model is field-tested at each high school in the district.

EDUCATIONAL OUTCOMES OF THE INDIVIDUAL VOCATIONAL EDUCATION PLANNING PROCESS

- Identify students with special needs (disadvantaged, handicapped, limited-English proficient) who are eligible to participate in vocational education programs.
- Assess the student's vocational interests, skills, abilities and potential.
- Provide career/vocational information and exploratory experiences.
- Assist the student in developing a four-year plan of action that identifies vocational goals and support services needed to meet these goals.
- Prepare the student for sustained employment and a quality adult life through appropriate placement in secondary vocational education programs and through provision of needed transitional services for postsecondary placement.
- Evaluate employment and adult living competencies of students and degree to which vocational and special support services have met student needs and vocational potential.

LEGISLATION/COMPLIANCE REQUIREMENTS

Carl D. Perkins Vocational Education Act of 1984 (PL 98-524)

IDENTIFICATION

Students must be identified by name and by the vocational education program in which they are enrolled. They must qualify as either disadvantaged (includes limited-English proficient) or handicapped, and must be determined to need special assistance in order to succeed in the regular vocational education program.

EQUAL ACCESS

Section 204(a) of PL 98-524 states that
"(1) equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities;
"(2) equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs;
"(3)(A) vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612.(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such Act; and
(B) vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education."

COMMUNICATION OF PROGRAM OPTIONS

Section 204(b) of PL 98-524 states that each local educational agency shall "provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs.

MANDATED SERVICES

Section 204(c) of PL 98-524 specifies that the following be provided to each handicapped or disadvantaged student enrolled in vocational education:
"(1) assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

"(2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);
"(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and
"(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities."

Arizona Department of Education Program Standards (1987)

BUSINESS EDUCATION

10.0 Special Needs Populations
Students who have identified an interest in the Business program and are disadvantaged, handicapped and/or have limited English proficiency (LEP) are provided services consistent with their special needs to help them succeed in Business.

10.1 Special Needs: A district/school policy, procedure, directive, etc., ensuring effective planning and delivery of vocational education for special needs students (disadvantaged, handicapped, LEP) is on file. The written documentation minimally identifies staff roles related to student identification, student vocational assessment, and input into IVEP development/implementation.

10.2 Services Implementation: The instructor(s) coordinate with other school personnel as needed, to assure that each Special Needs student receives IVEP prescribed service/activities to the degree necessary for the student to successfully complete the class and program.

CONSUMER/HOMEMAKING EDUCATION

10.0 Special Needs Populations
Students who have identified an interest in the Consumer/Homemaking Education program and are disadvantaged, handicapped and/or have limited English proficiency (LEP) are provided services consistent with their special needs to help them succeed in Consumer/Homemaking.

10.1 Special Needs: A district/school policy, procedure, directive, etc., ensuring effective planning and delivery of vocational education for special needs students (disadvantaged, handicapped, LEP) is on file. The written documentation minimally identifies staff roles related to student identification, student vocational assessment, and input into IVEP development/implementation.

10.2 Services Implementation: The instructor(s) coordinate with other school personnel as needed, to assure that each Special Needs student receives IVEP prescribed service/activities to the degree necessary for the student to successfully complete the class and program.

INDUSTRIAL ARTS

10.0 Special Needs Populations
Students who have identified an interest in the Industrial Arts program and are disadvantaged, handicapped and/or have limited English proficiency are provided services consistent with their special needs to help them succeed in Industrial Arts.

10.1 Special Needs: A district/school policy, procedure, directive, etc., ensuring effective planning and delivery of vocational education for special needs students (disadvantaged, handicapped, LEP) is on file. The written documentation minimally identifies staff roles related to student identification, student vocational assessment, and input into IVEP development/implementation.

10.2 Services Implementation: The instructor(s) coordinate with other school personnel as needed, to assure that each Special Needs student receives IVEP prescribed service/activities to the degree necessary for the student to successfully complete the class and program.

VOCATIONAL GUIDANCE AND COUNSELING

9.0 Special Needs Populations
Students who have identified an interest in an occupational program and are handicapped, disadvantaged, and/or have limited English proficiency are provided services consistent with their special needs to help them succeed in a selected program of their choice.

9.1 Special Needs: A district/school policy/procedure, directive, etc., ensuring effective planning and delivery of vocational education for special needs students (handicapped, disadvantaged, LEP) is on file. The written documentation minimally identifies guidance personnel roles related to student identification, student vocational assessment, and input into IVEP development/implementation.

9.2 Services Implementation: Guidance personnel coordinate with other school personnel as needed, to assure that each Special Needs student receives IVEP prescribed service/activities to the degree necessary for the student to successfully complete the class and program.

DEFINITIONS

Students with Special Needs

DISADVANTAGED

ACADEMICALLY DISADVANTAGED:
An individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the Grade "A" equals 4.0), or fails to attain minimal academic competencies. This definition does not include individuals with learning disabilities. (Federal Register, August 16, 1985, p 33233)

ECONOMICALLY DISADVANTAGED:
A family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the State plan. A state must use one or more of the following standards as an indicator of low income:

(1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget.

(2) Eligibility for free or reduced-priced school lunch.

(3) Eligibility for Aid to Families with Dependent Children or other public assistance programs.

(4) Receipt of a Pell Grant or comparable state program of need-based financial assistance.

(5) Eligibility for participation in programs assisted under Title II of the JTPA.
(Federal Register, August 16, 1985 p 33234)

LIMITED ENGLISH PROFICIENCY

(1) Individuals
  (i) Who were not born in the United States or whose native language is a language other than English;

  (ii) Who came from environments where a language other than English is dominant; or

  (iii) Who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

(2) Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the

language of instruction is English or to participate fully in our society.
(Federal Register, August 16, 1985 p 33234)

HANDICAPPED
Individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
(Federal Register, August 16, 1985 p 33234)

Individual Vocational Education Plan (IVEP)

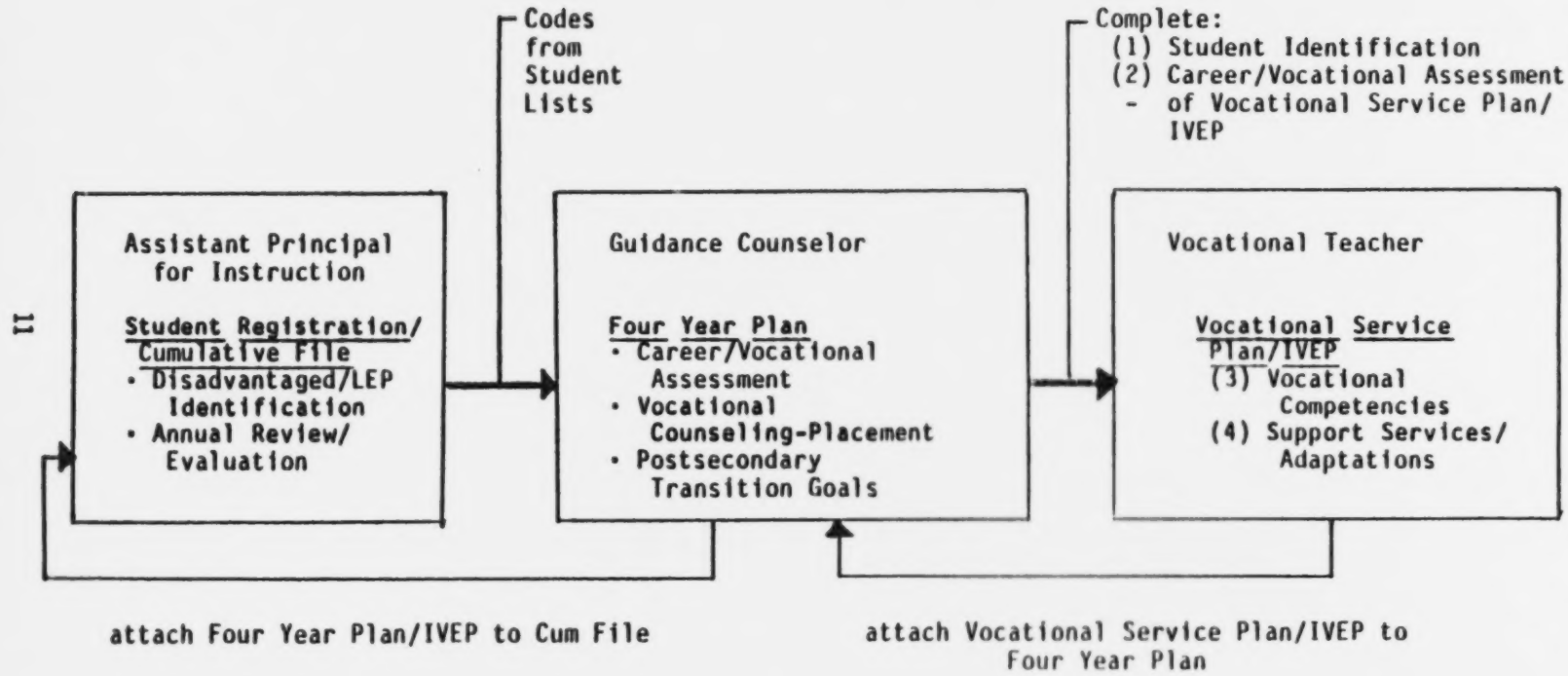
The IVEP is a plan describing the services/activities/adaptations necessary for a student to successfully complete the vocational education class and program. It is based on the assessment of the student's interests, abilities, and special needs, with respect to successfully completing the vocational education program. The assessment and prescribed services are incorporated as part of the student's high school educational and guidance plan, which includes the student's goals for postsecondary placement.

IVEP PROCESS CHECKLIST

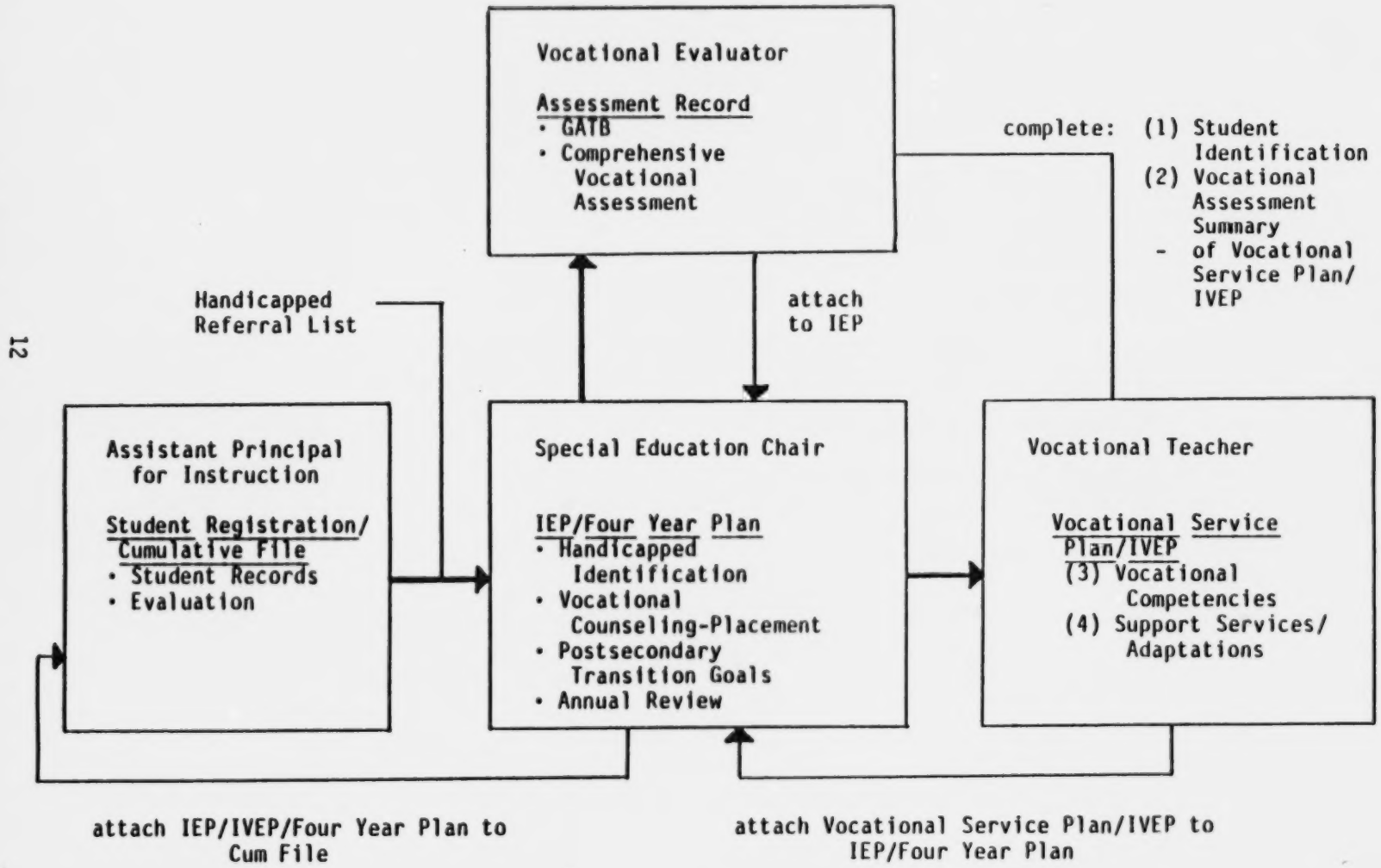
TEAM LEADER: ASSISTANT PRINCIPAL FOR INSTRUCTION

ACTIVITY	PERSON RESPONSIBLE	RECORD
1. Communicate vocational program options and requirements, including equal access, to disadvantaged, LEP and handicapped students and their parents, no later than at beginning of ninth grade.	Occupational Director Guidance Counselors Special Education Chairs	Voc Ed Brochure Student Handbook IEP Meetings
2. Identify disadvantaged, limited-English proficient and handicapped students who need special services to complete the vocational education program.	Handicapped-Special Ed Chairs Disadvantaged/LEP-Asst. Principal for Instruction	IEP/IVEP Voc Service Plan/ IVEP
3. Assess the interests, abilities, and special needs of each student related to completion of the vocational program.	Handicapped-Voc Evaluator Disadv/LEP-Guidance Counselor	IEP/IVEP Voc Service Plan/ IVEP/Four Year Plan
4. Provide special services and adapt the curriculum, instruction, equipment, and facilities to meet the special learning needs of the students	Vocational Teacher	Voc Service Plan/ IVEP
5. Provide career/vocational counseling activities as part of school four year plans.	Handicapped-Special Ed Chair Disadv/LEP-Guidance Counselor	IEP/Four Year Plan Four Year Plan
6. Provide counseling for transition to postschool employment and career opportunities.	Handicapped-Special Ed Chair Disadv/LEP-Guidance Counselor	IEP/Four Year Plan Four Year Plan
7. Conduct Annual Review and Evaluate Vocational Service Plans/IVEP's/Four Year Plans.	Handicapped-Special Ed Chair Disadv/LEP-Asst. Principal for Instruction	IEP/IVEP IVEP
8. Evaluate total IVEP Process in school and summarize strengths and needed improvements for Special Needs Coordination Team Members.	Assistant Principal for Instruction	Report SNC Team Meeting

IVEP PAPER/COMMUNICATION FLOW FOR DISADVANTAGED/ LIMITED-ENGLISH PROFICIENT STUDENTS



IVEP PAPER/COMMUNICATION FLOW FOR HANDICAPPED STUDENTS



PUEBLO HIGH SCHOOL STUDENT EDUCATIONAL PLAN

ACADEMIC I E P

NAME_____ MATRIC_____ CAREER INTEREST AREAS 1st. yr._____ 2nd. yr._____

DATE INITIATED_____ COUNSELOR _____ 3rd. yr_____ 4th. yr._____

*SPECIAL NEEDS: Handicap_____ L E P_____ Disadvantaged_____

(*See notes side 2 if checked) Reading Level: 1st. yr., 2nd. yr., etc.

GRADUATION REQUIREMENTS

English	4 years	TOTAL	American History	1 year
Mathematics	2 years		American Government	1 year
Science	2 years		Free Enterprise	1 Semester
PE	2 years	20	Health	1 Semester-1990 on
Driver's Ed.	1 Quarter	MINIMUM	Writer's Workshop	1 Semester-1990 on
World History/Geography	1 Year		Electives - Balance of 20	

Sem. I	FIRST YEAR	Sem. II	Sem. I	SECOND YEAR	Sem. II
*			*		
	CREDIT EARNED			CREDIT EARNED	

Sem. I	THIRD YEAR	Sem. II	Sem. I	FOURTH YEAR	Sem. II
*			*		
	CREDIT EARNED			CREDIT EARNED	

* SUPPLEMENTARY CREDIT: Summer School, Correspondence, Extended Day, Jr. High, Etc.

PLANNING RECORD

Post Secondary Study/Training: (eg. College/Vocational/Military	Career Exploration Activities/Sessions: Job Search Option and Development: Interest Inventories: GIS: Sheridan

SIDE 2

PUEBLO HIGH SCHOOL STUDENT EDUCATIONAL PLAN
COUNSELING I E P

This page is for the purpose of recording information which reflects the student's developmental progress over four years of high school. The counselor may use this form to keep track of any activity relevant to the student's personal growth.

GUARDIAN: _____ LANGUAGE(S) SPOKEN BY: Student _____

TELEPHONE: Home: _____ Work: _____ Guardian _____

- R E C O R D -

I. Individual sessions with counselor	
II. Parent contact (conference, phone, letter)	III. Student-Teacher-Counselor conferences
IV. TUSD developmental counseling program Orientation _____ Self-worth _____ Study skills _____ Relationships _____	Classroom/Group activities in areas specified below Communication _____ Decision making _____ Goal-setting _____ Career/life planning _____
V. Other activities & pursuits (including work exp.)	VI. Honors-awards-commendations (school & community)
VII. Testing record (PSAT-ACT-SAT-ASVAB-etc.)	VIII. Letters of recommendation

- N O T E S -

* If identified as "Special Needs", what, if any, special services/programs should this student receive?
Comments on student's special needs:

VOCATIONAL EDUCATION SERVICE PLAN / IVEP

PART I: Counselor/Special-Ed Personnel Initials _____ **Date** _____

Student Name: **Matric#:**

VOCATIONAL PROGRAM	Course Code	Cip Code
Business/Office	B	
Consumer/Homemaking	H	
Industrial Arts	I	

SPECIAL NEEDS

Academic Disadvantaged _____ Economic Disadvantaged _____

Limited English Proficiency _____ Handicapped _____

Description: _____

VOCATIONAL ASSESSMENT SUMMARY:

CAREER/VOCATIONAL INTERESTS	SKILLS, ABILITIES, POTENTIAL
_____ Personal Interview	_____ GATB
_____ Career/Life Planning Unit	_____ ASVAB
_____ COPS	_____ Voc. Pre-Entry Skills Checklist
_____ GIS	_____ Work Experience Evaluation
_____ Comprehensive Voc. Assessment	_____ Comprehensive Voc. Assessment
_____ Other _____	_____ Other _____

Comments on Strengths and Needs: (Please be specific)

PART II: Vocational Teacher Initials _____ **Date** _____

Vocational Outcomes/Competencies on File: Yes ☐ No ☐

SPECIAL SERVICES TO BE PROVIDED

Based on the assessment information the following adaptations seem appropriate for this student:
(Check category, circle specific adaption(s) and describe how the adaptations are being made.)

_____ **Curriculum:** time extension for class or assignments, pass/fail grading option, team teaching, computer assisted instruction, learning centers, low reading level curriculum modules, self-instructional voc competency packets, other _____

Description: _____

_____ **Instruction:** extra counseling, competency record sheets, related voc basic skill modules, bilingual tutor, taped instruction, oral tests, tutorial assistance, notetaker, instructional aide, student contract, study guides, progress charts, grading on individual progress, vocabulary exercises, resource room support for daily assignments, other _____

Description: _____

_____ **Equipment:** safety guards, warning lights, specialized equipment i.e., braille typewriter, amplification devices, other _____

Description: _____

_____ **Facilities:** specialized transportation services between campuses, ramps, class relocation, other _____

Description: _____

EVALUATION:

Did the student complete the course successfully? Yes ☐ No ☐

Comments/additional services needed/recommended: _____

WHITE COPY: Assist. Principal/Cum File YELLOW: Counselor/Spec. Ed PINK: Voc. Teacher

VOCATIONAL EDUCATION SERVICE PLAN/IVEP

Student Name _____
Matric # _____
SS # _____

Vocational Program:		TUSD Course Code #	ADE CIP Code#
Business and Office	B	_____	_____
Consumer & Homemaking	H	_____	_____
Industrial Arts	I	_____	_____

SPECIAL NEED(S)

DISADVANTAGED

ACADEMIC

____ Below grade level (below 2.0 on 4.0 scale)
____ Below average* in Reading
____ Below average* in Language/English
____ Below average* in Math
*3rd Stanine and below on ITBS (9th grade) or SAT (10th-12th grade)

ECONOMIC

____ School Lunch Program
____ JTPA Eligible

LIMITED ENGLISH PROFICIENT

____ 3 or below in English on LAS

DESCRIPTION: _____
_____

HANDICAPPED

____ Educable Mentally Handicapped
____ Emotionally Handicapped
____ Hearing Handicapped
____ Homebound and Hospitalized
____ Learning Disabilities
____ Multiple Handicapped
____ Physically Handicapped
____ Speech and Language Handicapped
____ Trainable Mentally Handicapped
____ Visually Handicapped

DESCRIPTION: _____
_____

VOCATIONAL ASSESSMENT SUMMARY

	Instrument(s) Used	Comments on Strengths/Needs
Career/Vocational Interests	_____ Personal Interview	_____
	_____ Career/Life Planning Unit	_____
	_____ COPS	_____
	_____ GIS	_____
	_____ Comprehensive Vocational Assessment (Voc Eval Center)	_____
	_____ Other _____	_____
Vocational Skills/ Abilities/Potential	_____ GATB	_____
	_____ ASVAB	_____
	_____ Voc Pre-Entry Skills Checklist	_____
	_____ Work Experience Evaluation	_____
	_____ Comprehensive Vocational Assessment	_____
	_____ Other _____	_____

VOCATIONAL OUTCOMES/COMPETENCIES
(Attach list or note Outcomes/Maps from Course Description in TUSD Catalog of High School Courses)

SPECIAL SERVICES TO BE PROVIDED
Based on the assessment information the following adaptations seem appropriate for this student:
(Check category, circle specific adaptation(s) and describe how the adaptations are being made)

____ Curriculum: time extension for class or assignments, pass/fail grading option, team teaching, computer assisted instruction, learning centers, low reading level curriculum modules, self-instructional voc competency packets, other _____

Description: _____

____ Instruction: extra counseling, competency record sheets, related voc basic skill modules, bilingual tutor, taped instruction, oral tests, tutorial assistance, notetaker, instructional aide, student contract, study guides, progress charts, grading on individual progress, voc vocabulary exercises, resource room support of daily assignments, other _____

Description: _____

____ Equipment: safety guards, warning lights, specialized equipment i.e. braille typewriter, amplification devices, other _____

Description: _____

____ Facilities: specialized transportation services between campuses, ramps, class relocation, other _____

Description: _____

REVIEW DATE _____ Was student able to complete course with a passing grade after services were rendered? Yes ____ No ____ Comments _____

Additional Services Needed/Recommended:

SIGNATURES

			Copies to:
Student	Counselor	Special Ed Chair	(1) Asst. Principal Inst.
			(2) Vocational Teacher
			(3) Guidance Counselor (disadv/LEP)
Parent	Vocational Teacher	Asst. Principal Inst.	(4) Special Ed Chair (handicapped)

REQUEST FOR ASSISTANCE

Vocational Service Plan/IVEP

Date:

To: (Special Education Chair - Handicapped Students
Guidance Counselor - Disadvantaged/LEP Students)

From: (Vocational Education Instructor)

Student:

Regarding: Assistance Needed in Provision of Special Services

Problem Area(s)

_____ Student progress in class

_____ Student behavior

_____ Testing/Grading procedures

_____ Completion of lab projects

_____ Safety concerns

_____ Resources/Materials needed

_____ Other _____

Comments:

Contact Me _____ Immediately

_____ Before _____

_____ At your convenience

IVEP ROLE CHECKLIST - ASSISTANT PRINCIPAL FOR INSTRUCTION

_____ 1. Establish school procedure (in line with district policy) for identification of disadvantaged, limited-English proficient, and handicapped students in vocational programs.

_____ 2. Provide current enrollment (Grades 9-12) from student registration information, identifying disadvantaged, limited-English proficient, and handicapped students to Guidance Counselors and Special Education Chairs at beginning of school year and as enrolled.

_____ 3. Review and enter signature on Vocational Service Plan for disadvantaged and handicapped students and attach to Cumulative File with Four Year Plan.

_____ 4. Evaluate Vocational Service Plans/IVEP Process for disadvantaged and limited-English proficient students at least once a year, and provide suggestions to Special Needs Coordination (SNC) Team Members for improvement.

_____ 5. Evaluate IEP/IVEP Process for handicapped students with Special Education Chair and provide suggestions to SNC Team Members for improvement.

_____ 6. Compile a report of annual reviews of IVEP's/Four Year Plans and submit to Assistant Superintendent/High Schools and to the Director of Occupational Education. Include the following sections:

(1) Total number of disadvantaged students, limited-English proficient students, and handicapped students served in vocational education programs in the high school for the year.
(2) Number of disadvantaged, limited-English proficient, and handicapped students served in each vocational program area, i.e. Business, Consumer & Homemaking, Industrial Arts.
(3) Summary of types of special services provided related to adaptation of curriculum, instruction, equipment, and facilities.
(4) Number of program completers (disadv/LEP/hand) in each vocational program area.
(5) Number of students who did not complete each vocational program area, with a summary of recommendations made by the vocational teachers.
(6) Needed support services in the school to increase number of program completers.

_____ 7. Review IVEP Process Checklist to insure that all activities have taken place during the school year.

IVEP ROLE CHECKLIST - GUIDANCE COUNSELOR

_____ 1. Provide information on vocational program options and requirements including equal access, to all students and their parents, no later than beginning of ninth grade.

_____ 2. Use student identification information from registration lists to identify disadvantaged/LEP students enrolled in vocational education programs who need special assistance in order to succeed in the vocational program.

_____ 3. Conduct career/vocational assessment procedures for disadvantaged and limited-English proficient students, using group techniques and on an individual basis as needed.

_____ 4. Provide career/vocational counseling information to disadvantaged/LEP students, related to vocational program options as well as information on postschool employment and career opportunities. Enter summary of student decisions on student's Four Year Plan.

_____ 5. Schedule students for placement in vocational programs. Enter the student identification information on the Vocational Service Plan/IVEP, as well as the summary of career/vocational assessment and your signature. Obtain the student's and parent's signature and submit the Plan to the Vocational Teacher.

_____ 6. Provide assistance to the Vocational Teacher (Request for Assistance form) in adapting the vocational program to meet the special learning needs of disadvantaged/LEP students.

_____ 7. Submit the IVEP/Four Year Plan to the Assistant Principal for Instruction, to be attached to the student's cumulative file.

IVEP ROLE CHECKLIST - VOCATIONAL TEACHER

_____ 1. Use student identification and assessment information on Vocational Service Plan/IVEP to make decisions (in cooperation with Guidance Counselor and/or Special Education Chair) on adapting curriculum, instruction, equipment, and/or facilities to meet the special learning needs of the student.

_____ 2. List (or note the location of) the vocational competencies or outcomes to be completed by the student, on the Vocational Service Plan/IVEP.

_____ 3. Adapt the curriculum/instruction/equipment/facilities of the vocational program to meet the special learning needs of the identified students, and note the adaptations on the student's Vocational Service Plan/IVEP.

_____ 4. Complete the Request for Assistance forms, if needed, and submit to the Guidance Counselor for disadvantaged and limited-English proficient students, and to the Special Education Chair for handicapped students.

_____ 5. At the end of the course, complete the information related to the student's success in the vocational programs, and enter your signature on the Vocational Service Plan/IVEP.

_____ 6. Submit the Vocational Service Plan/IVEP to the Special Education Chair (for handicapped students) or to the Guidance Counselor (for disadvantaged and limited-English proficient students) to be attached to the student's Four Year Plan.

IVEP ROLE CHECKLIST - SPECIAL EDUCATION CHAIR

_____ 1. Provide information on vocational program options and requirements including equal access, to all handicapped students and their parents, no later than beginning of the student's ninth grade.

_____ 2. Identify handicapped students placed in vocational programs, based on referral list provided by the Assistant Principal for Instruction.

_____ 3. Refer handicapped students for appropriate vocational assessment services and insure that assessment summaries on the Vocational Service Plan/IVEP are meaningful to the Vocational Teacher.

_____ 4. Insure that the Vocational Evaluator completes the Student Identification information and the Vocational Assessment Summary of the Vocational Service Plan/IVEP for handicapped students, acquires signatures from the student and parent, and submits the Plan to the Vocational Teacher.

_____ 5. Insure that appropriate career/vocational counseling experiences are provided for handicapped students, in determining placement for vocational program options as well as for postschool employment and career opportunities.

_____ 6. Provide assistance, including Learning Resource Room support, to the Vocational Teacher (Request for Assistance form) in adapting the curriculum/instruction/equipment/facilities of the vocational program to meet the special learning needs of the handicapped students.

_____ 7. Enter signature and attach Vocational Service Plan/IVEP to the handicapped student's IEP and Four Year Plan, and submit to the Assistant Principal for Instruction for final review and inclusion in the student's Cumulative File.

_____ 8. Evaluate and review the IEP/IVEP Process for handicapped students in vocational programs, with the Assistant Principal for Instruction.

LOCAL IVEP TRAINING PLAN CHECKLIST

_____ 1. Arrange for room/facility for local school training meeting (to be held before September 15).

_____ 2. Send MEMO to all vocational teachers, special education teachers, and guidance counselors, including LEP counselors in school, notifying them of the meeting on the "Individual Vocational Education Planning Process."

_____ 3. Make sufficient copies of the following for all training participants:

- IVEP HANDBOOK
- School IVEP Training Agenda and Evaluation
- REQUEST FOR ASSISTANCE form (packet)

_____ 4. Obtain sufficient NCR copies of the Vocational Service Plan/IVEP and copies of the Student Four Year Educational Plan for the total estimated number of disadvantaged, limited-English proficient, and handicapped students enrolled in vocational programs in the school.

_____ 5. Conduct local school inservice meeting using the IVEP Handbook to explain the federal mandates and state standards, and the process to be followed at TUSD to meet these mandates and standards.

_____ 6. Submit Local School Training Agenda, list of participants, and summary (from evaluations) of participant comments regarding the implementation of the IVEP Process in the school - to the Director of Occupational Education and to the Assistant Superintendent/High Schools.

LOCAL SCHOOL IVEP ACTION PLAN

1. Date for local school training. _____

2. AGENDA for local school training.

TIME	WHO (SNC Team Member)	WHAT (Topic/ Activity)	RESOURCES

EVALUATION QUESTIONS:

3. Date Assistant Principal for Instruction will obtain listing of students, identified as disadvantaged, LEP, and handicapped, enrolled in vocational education programs, from Data Processing and send to SNC Team Members for distribution (by Sept. 30).

_____

4. Date to start IVEP Paper/Communication Flow (by Sept. 30).

_____

5. Date for Review Meeting with school staff on "How Are We Doing?" (by Dec. 15).

_____

6. Date for submission of Report from Review Meeting to Director of Occupational Education and Assistant Superintendent/High Schools on the positive outcomes and barriers to implementation of the IVEP Process (by Jan. 15).

_____

SUGGESTED LOCAL SCHOOL TRAINING AGENDA

I. Why Are We Here?

- Educational Outcomes of the IVEP
- Federal Mandates
- State Standards

II. TUSD/IVEP Process Handbook

- IVEP Process/Responsibility Checklist
- IVEP Paper/Communication Flow Charts
- Four Year Student Educational Plan
- Vocational Education Service Plan/IVEP
- Request for Assistance Form
- IVEP Role Checklists

III. Where Are We In "Staging the IVEP?"

- How IVEP Process Model Can Be Integrated With Existing Procedures in School

- New Procedures/Goals Needed in School to Meet IVEP Standards/Mandates

IV. Questions/Comments/Concerns in Meeting Requirements for IVEP Process Model

DEFINITIONS OF HANDICAPPED CONDITIONS

EDUCABLE MENTALLY HANDICAPPED

Federal

"Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

State

"Educable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to Section 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically and socially adjusted.

EMOTIONALLY HANDICAPPED

Federal

(8) "Seriously emotionally disturbed" is defined as follows:
()i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and a marked degree, which adversely affects educational performance;
(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
(C) Inappropriate types of behavior or feelings under normal circumstances;
(D) A general pervasive mood of unhappiness or depression; or
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.
(ii) The term does not include children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

State

"Emotionally handicapped" means a child who because of social or emotional problems, as determined by evaluation pursuant to section 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

HEARING HANDICAPPED

Federal

"Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

"Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

State

"Hearing handicapped" means a child who has a hearing deviation from the normal, as determined pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he or she is capable of being educated through a modified instructional environment.

HOMEBOUND/TELETEACHING

State

"Homebound" or "hospitalized" means a student who is capable of profiting from academic instruction but in unable to attend school due to illness, disease, pregnancy, or handicapping condition, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period that will total not less than three school months per academic year.

LEARNING DISABILITIES

Federal

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage. (USOE, 1977, p. 65083)

State

"Learning disabled" means a child with a disorder in one or more of the basic psychological processes involve din understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimum brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, mental retardation or environmental; cultural or economic disadvantage. (Arizona Revised Statutes 15-1013)

MULTIPLE HANDICAPPED

Federal

"Multiple handicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

State

"Multiple handicapped" means a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to section 15-1013, and who cannot be provided for adequately in a regular class.

PHYSICALLY HANDICAPPED

Federal

"Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes e.g., cerebral palsy, amputations, and fractures or burns which cause contractures.

State

"Physically handicapped" means a child who has a physical handicap or disability, as determined by evaluation pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

SPEECH AND LANGUAGE HANDICAPPED

Federal

"Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

State

"Speech handicapped" means a child whose speech differs, as determined by evaluation pursuant to section 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

TRAINABLE MENTALLY HANDICAPPED

Federal

"Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

State

"Trainable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes, but who is capable of benefitting from the school experience.

VISUALLY HANDICAPPED

Federal

"Visually handicapped" means a visual impairment which even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

State

"Visually handicapped" means a child who has a vision deviation from the normal, as determined pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

OTHER DEFINITIONS RELATED TO THE INDIVIDUAL VOCATIONAL EDUCATION PLANNING PROCESS

ACHIEVEMENT TEST
A test designed to measure the amount of knowledge or skill a person has acquired, usually as a result of instruction.

APTITUDE ASSESSMENTS
Aptitude is a combination of abilities and other characteristics either inherent or acquired. These aptitudes are indicative of an individual's ability to learn or develop proficiency in some particular area. Aptitude tests measure special abilities such as mechanical, or they assess readiness for learning in several vocational areas.

BUSINESS EDUCATION
A planned sequence of educational and occupational competencies which prepare individuals for a variety of activities in planning, organizing, directing, and managing business office systems and procedures. Three major occupational clusters are emphasized: Accounting Occupations, Date Processing Occupations, and Administrative Support Occupations (clerical and secretarial).

CAREER GUIDANCE AND COUNSELING
Programs organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities.

CARL PERKINS ACT (P.L. 98-524)
The Carl D. Perkins Vocational Education Act was signed by President Reagan on October 19, 1984. The new act continues federal assistance for vocational education for five years and replaces the Vocational Education Act of 1963. There are two major themes of P.L. 98-524: "to make vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of training and retraining, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons" and "to improve the quality of vocational education programs in order to give the nation's work force the marketable skills needed to improve productivity and promote economic growth."

COMPETENCY BASED VOCATIONAL EDUCATION (CBVE)
Competency-based education is an approach to an instruction system which emphasizes the student developing and demonstrating specified competencies (skills) as measured by performance tests. Competencies refer to achievement of the knowledge, skills, and attitudes required by a worker to perform a given occupational task.

CONSUMER AND HOMEMAKING
Consumer and Homemaking programs emphasize content and societal function area skills resulting in competency attainment of all essential living skills. Identified content areas include: individual growth and development; child development; clothing and textiles; resource management/consumer education; foods and nutrition; housing and home furnishings. Identified societal function areas include: management and organization; basic needs; health and safety; maximizing resources; interaction with others; coping with change.

DEXTERITY ASSESSMENT
Dexterity assessment is designed to measure manipulative skills, fine eye-hand coordination, or sequencing skills. These are used as predictors which are important in factory jobs, industrial apprentice training, and service training or industrial jobs.

FOLLOW-UP/EVALUATION
A systematic process that reflects the status of vocational program graduates and special needs of students relative to the training they received in schools, as well as the services provided to them as they become employed or continue their educational/skill experiences.

JOB TRAINING PARTNERSHIP ACT (P.L. (97-300) (JTPA)
Provides comprehensive training, and employment for unemployed and untrained residents by linking government with private industry.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)
A written plan of instruction for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present levels of education performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

INDUSTRIAL ARTS
A curriculum area based on industry-validated competencies which teaches students about industry and its technology. Primary emphasis includes: development of positive work attitudes and practices, appropriate use of tools and materials, career opportunities and requirements, development of a knowledge base for educational and occupational planning, preparation for entry into advanced occupational, technical, or professional education programs, development of leadership and followership abilities, development of pride in workmanship, scholarship, and craftsmanship, application of

safety standards, and focus upon the potential influence of future industrial technology.

INTEREST ASSESSMENTS
Interest assessments are used in guidance programs to explore student preferences for certain types of work. They include values clarification and assessments which create a better understanding of the personal and environmental influences involved in job selection.

P.L. 94-142 (EDUCATION FOR ALL HANDICAPPED CHILDREN ACT)
This law was passed by Congress in November 1975. Its essential purpose is to ensure that all handicapped children are provided with a free, appropriate education at public expense.

POSTSECONDARY VOCATIONAL EDUCATION
Vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which evaluations provide a counselor with information needed to make vocational training and placement decisions which are unique to the needs of the person.
Results are gathered, reviews are made, students are counseled based upon results, and recommendations of a vocational and employability nature are made. All of these items are incorporated into an IVEP or IEP which is then available to all instructors to use in designing vocational specific skill training unique to needs of the individual.

SITUATIONAL ASSESSMENT
An assessment technique utilizing systematic observation in established or created environments. Examples include evaluation in a vocational training setting, job tryout, and on-the-job evaluation.

SKILL
A group of competencies to be performed to accomplish a job successfully.

SPECIAL EDUCATION
Special designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

SPECIAL EDUCATION/VOCATIONAL EDUCATION
Special Education/Vocational Education is available to eligible special education students whose individual impairments necessitate that the vocational needs be met in a self-contained vocational program and/or expressing vocationally appropriate choices that are nonexistent in regular or adapted vocational education programs. This program is taught by special education certified personnel.

STATE ADVISORY COUNCIL
(State Council on Vocational Education (SCOVE)) - A State Advisory Council is an independent, evaluative and recommendatory body to a state's professional educators and governmental agencies responsible for Vocational Education policy and administration. It is appointed and certified by the

Governor from diverse backgrounds in management, labor, education, government, and the general public to have at least one member who fulfills the requirements in each of 20 categories designated by the Education Amendments of 1976.

STATE PLAN
The description of the state educational effort to administer, maintain, expand and strengthen existing vocational education programs and to develop new programs.

TRANSITION
The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations.

VOCATIONAL ASSESSMENT (INDIVIDUAL)
The process of determining an individual's strengths and limitations that facilitate or interfere with vocational outcomes and using this information for developing proposals for vocational service plans. Major tools used in this process include interviewing, behavior observation, psychometric testing, work samples and situational assessment.

VOCATIONAL INSTRUCTION
Instruction designed to prepare individuals for employment in a specific occupation or cluster of closely related occupations in an occupational field that is especially suited to their needs. Such instruction may include: 1) classroom instruction; 2) classroom-related field, shop, and laboratory work; 3) programs providing occupational work experience and related instructional aspects of apprenticeship programs; 4) remedial programs designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting any educational deficiencies or handicaps preventing them from benefiting from such instruction; and 5) activities of vocational student organizations that are an integral part of the vocational instruction.

WORK EXPERIENCE
Work Experience is the preparation of students for gainful employment. Emphasis is placed on development of appropriate work behavior and specific job skill training in conjunction with academic skill development and actual hands-on occupational experience.

WORK EXPOSURE
A limited involvement program which provides students at any grade level with an opportunity for formal observation of a career setting or settings.

Student involvement may include visual observation, verbal interaction, and/or limited task observation in on-site situations. The observational exposure is provided in a community business or industrial environment as an integral part of the classroom instruction.

WORK SAMPLES

A simulated work or job sample is a collection of job tasks that allow students to use the actual tools and procedures of a particular occupation. Students interacting with simulated work samples actively explore, evaluate, and learn more about themselves in relation to the work activities of a specific occupation.

APPENDIX A

PRE-SCREENING FORMS

Center for Educational Development
620 North 7th Avenue • Tucson, Arizona 85705 (602) 791-3791

Don Lawhead
Director

MEMO

TO: (Vocational Teacher)

FROM: (Assistant Principal for Instruction)

DATE: (Three weeks after beginning of semester)

SUBJECT: Prescreening of Students Who May Need Special Services

Attached is a list of students in your class this semester who may require special services in order to receive a passing grade. They have been identified as handicapped (HAN), academically disadvantaged (DIS) or limited-English proficient (LEP).

Based on your opinion, will these students require extra assistance in order to pass your class? Extra assistance may include such things as tutorial sessions, bilingual aide, lower-reading level materials, resource room support, etc.

If you feel that extra assistance will be required for the students, please mark an X to the left of the student's name on the attached list. This will initiate a Vocational Service Plan/IVEP (NCR form) for the student and dollars for special services at our school.

Return the attached list to me no later than _____.

Center for Educational Development
620 North 7th Avenue • Tucson, Arizona 85705 (602) 791-3791

Don Lawhead
Director

DIRECTIONS
FOR

VOCATIONAL SPECIAL NEEDS REFERRAL FORMS

STEP 1: Read the names on the attached list of students in your class who have been identified as handicapped (HAN), limited-English proficient (LEP) or academically disadvantaged (DIS).

STEP 2: Three weeks after the beginning of the semester (or on an as-needed basis) make a judgement on whether the student so identified will require special services (i.e. tutorial assistance, bilingual aide, resource room assistance, low reading level materials, etc.) in order to complete your vocational class with a passing grade.

STEP 3: If you feel that the student will require special services, complete a Vocational Special Needs Referral Form and submit it to the Special Education chair at your school for handicapped students or to the counseling chair for disadvantaged and limited-English proficient students.

STEP 4: This will initiate a Vocational Education Service Plan/ IVEP (NCR form) for the student and dollars for special services at your school. You will need to complete the NCR form by the end of the semester and return it to the Special Education chair (for handicapped students) or to the counseling chair (for disadvantaged and LEP students).

Partners in Educational Programs that Work • Since 1971

VOCATIONAL SPECIAL NEEDS REFERRAL FORM

Student Name_____Matric #_____

Vocational Class_____Period_____

Teacher_____

In my opinion, the above student will need extra assistance in order to pass my class because of the following reason(s):

(Please check one or more.)

_____ difficulty in reading or understanding the text/class materials

_____ inability to speak or understand the English language

_____ lack of motivation or initiative in completing most of the class assignments

_____ physical limitations in accessing the equipment/ facilities

_____ inability to pay the lab/materials fee

_____ difficulty in performing math calculations required

_____ behavioral problems

_____ other (write in)_____

For handicapped students (HAN) submit this referral form to the Special Education chair.

For limited-English proficient (LEP) and disadvantaged (DIS) students, submit this referral form to the counseling chair.

APPENDIX B

COMPUTERIZED FORMAT

VOCATIONAL EDUCATION SERVICE PLAN/IVEP

* * * * * * * * * VOCATIONAL EDUCATION SERVICE PLAN / IVEP * * * * * * * * * *
TUCSON UNIFIED SCHOOL DISTRICT :

SCHOOL: SCHOOL#: TUITION:

MATRIC:
L_NAME: EXT: F_NAME: MI:
ETHNIC: SEX: GRADE: C_GRADE: GPA:

SEFLAG: SPED1: SPED2: SPED3:
LEP: ED: AD: PD:

RSTA9: R_TDATE: GSTA9: G_TDATE: MSTA9: M_TDATE:

ST_CIP_CD: COURSE-NAME:
TUSD_CC: PERIOD: ROOM: TEACHER:

\+ + + + + + + + + + + + VOCATIONAL ASSESSMENT SUMMARY + + + + + + + + + + + + :

STUDENT'S CAREER CHOICE:

CAREER/VOCATIONAL INTERESTS (Enter Dates Below) :
Personal Interview - - - - - - - - :
Career/Life Planning Unit - - - - - :
COPS - - - - - - - - - - - - - - - :
GIS - - - - - - - - - - - - - - - - :
SKILLS, ABILITIES, POTENTIAL (Enter Dates Below) :
GATB - - - - - - - - - - - - - - - :
ASVAB - - - - - - - - - - - - - - - :
Voc. Pre-Entry Skills Checklist - - :
Work Experience Evaluation - - - - :

COUNSELOR INITIAL: DATE:

\+ + + + + + + + + + INSTRUCTIONAL INFORMATION FOR TEACHER + + + + + + + + + + :

Academic Strengths and Weaknesses - :
Social/Classroom Behavior - - - - - :
Physical Barriers - - - - - - - - - :
Others - - - - - - - - - - - - - - - :

VOCATIONAL OUTCOMES/COMPETENCIES ON FILE: (Y/N):

SPECIAL SERVICES + + + + + + + + + + + + + + + + + +	NEEDED(N) / PROVIDED(P) + + + + +
No special services presently required - - :	N01: P01:
Modified instructional strategies - - - - :	N02: P02:
Special instructional materials - - - - - :	N03: P03:
Material/Curriculum modification - - - - - :	N04: P04:
Reader/Interpreter/Notetaker - - - - - - - :	N05: P05:
Tutorial services - - - - - - - - - - - - :	N06: P06:
Special equipment - - - - - - - - - - - - :	N07: P07:
Vocational fees/supplies - - - - - - - - - :	N08: P08:
Request assessment to revise IVEP - - - - :	N09: P09:
Vocational Assessment/Evaluation - - - - - :	N10: P10:
Special Occ. class/program (include VESL)- :	N11: P11:
Special Education Resource Services - - - :	N12: P12:
Vocational Basic Skills Lab - - - - - - - :	N13: P13:
Extra counseling - - - - - - - - - - - - :	N14: P14:
Special transportation services - - - - - :	N15: P15:
Job placement/followup - - - - - - - - - :	N16: P16:

EVALUATION/Student Grade For Course: FINAL: 46 Enrolled(E): Passed(P):
VOCATIONAL TEACHER INITIALS: DATE:

PFS IVEPFORM DATA PROGRAM TEMPLATE FIELD EXPLANATION

Every Field Below (except those '*' starred) needs to be filled from the 100 day report as received from Olivia's Office (If your school received a disk file from Data Processing, the fields are already filled). Any corrections and additions will be completed by the local school IVEP staff committee.

SCHOOL:	=	Your school name (e.g. CHOLLA)
SCHOOL#:	=	TUSD School Number.
TUITION:	=	Tuition.
MATRIC:	=	Student's Matric number
L_NAME:	=	Student's Last Name
F_NAME:	=	Student's First Name
MI:	=	Student's Middle Initial
EXT:	=	Student's name EXTension (e.g. III)
ETHNIC:	=	Ethnic code
SEX:	=	Sex
GRADE:	=	Student Grade level
C_GRADE:	=	Chronological Grade
GPA:	=	Grade Point Average under 2.000
SEFLAG:	=	IF the TUSD course code starts with an 'A' or ends with 'Z', this will have a 'S', meaning the student is in a special education vocational class. IF the student is Special Ed., but in a regular vocational class fill in the field with an 'R'.
SPED1:	=	Blank if not Special Ed. or will have a classification code if Special Ed. (e.g. LD).
SPED2:	=	Same as above.
SPED3:	=	Same as above.

For further information, contact Tim Mills, IVEP Coordinator, Cholla High School, Tucson, Arizona 85713.
(602) 628-2320 ext.3320

LEP:	=	Field will have a 'Y' (Yes) if student is LEP, otherwise it will have 'N' (No).
* ED:	=	* Economically Disadvantaged [Fill in with an 'E' after an assessment of lunch count or other economic assessment].
* AD:	=	* Academic Disadvantaged [Fill in with an 'A' after an assessment of grades.. (GPA must be 1.9999 or under) and/or IF the student has ITBS (9th grade) SAT (10th-12th grade) reading/language/math STA9 equal to 1, 2, or 3]. Special Ed. students cannot be classified as AD.
* PD:	=	* Potential Dropout [One or more of the following: A. Five or more unexcused absences in the first nine weeks of current semester; B. Failure in three or more courses during the same time period; and/or, C. Requires disciplinary action for disruptive conduct on a regular basis].
RSTA9:	=	Reading Achievement Stanine.
R_TDATE:	=	Reading Test Date.
GSTA9:	=	Grammar Achievement Stanine.
G_TDATE:	=	Grammar Test Date.
MSTA9:	=	Math Achievement Stanine.
M_TDATE:	=	Math Test Date.
ST_CIP_CD:	=	State CIP Course Code.
COURSE_NAME:	=	Course Name.
TUSD_CC:	=	TUSD Course Code.
PERIOD:	=	Course Period (i.e.. 01,02, etc.).
ROOM:	=	Room Number of Teacher.
TEACHER:	=	Teacher's last name.

COUNSELOR WILL COMPLETE THE FOLLOWING

The following information may be Input after all or part of the above information is entered and an Individual Report Form is printed for each student. After all the data is collected/ corrected, it can be filled in on the IVEPFORM Data Program Template for final printing.

+ + + + + + + + + VOCATIONAL ASSESSMENT SUMMARY + + + + + + + + +

STUDENT'S CAREER CHOICE:
= The Student's expressed career/vocational interests.

CAREER/VOCATIONAL INTERESTS :
= All FIELD DATES come from the counselors' records and may be tracked as each school IVEP committee plans its procedure.

SKILLS, ABILITIES, POTENTIAL:
= All FIELD DATES come from the counselors' records and may be tracked as each school IVEP committee plans its procedure.

+ + + + + + + INSTRUCTIONAL INFORMATION FOR TEACHER + + + + + +

Academic Strengths and Weaknesses:
= Enter specific strengths such as: good verbal and writing skills; and specific weaknesses or deficiencies such as: difficulty with fractional equivalents and decimals.

Social/Classroom Behavior :
= Enter student's specific learning style and/or behaviors such as: attention span, motivation, hyperactivity, regression, and study habits.

Physical Barriers :
= Enter physical barriers to learning (Other than Handicapped) such as: manual dexterity, health, hearing, etc.

Others :
= Enter any other information helpful to vocational teacher in making instructional adaptations.

COUNSELOR INITIAL:= Counselor's Initial
(May be Input on screen form, BUT MUST BE hand written in black ink on the final printed form).

DATE: = Date Signed by Counselor.

TEACHER WILL COMPLETE THE FOLLOWING

VOCATIONAL OUTCOMES/COMPETENCIES ON FILE: (Y/N):
= This field is marked 'Y' (Yes) only if the teacher has the outcome and/or competencies on file, otherwise fill in with 'N' (No).
(Please do not leave blank.)

SPECIAL SERVICES NEEDED(N) / PROVIDED(P) FIELDS:
= Enter 'N' after each appropriate Special Service [N01: -N16:] field, if service is Needed.
Enter 'P' after each appropriate Special Service [N01: -N16:] field, if service is Provided.

Instructional services:

No special services presently required - - :N01: P01: =
Student is succeeding in vocational program; instructor will monitor progress and update IVEP as necessary.

Modified instructional strategies - - - - :N02: P02: =
Instructor individualizes teaching strategies to meet student's needs, such as: utilizes open-entry/open-exit options; allows student to work at own pace; utilizes prescriptive teaching; allows special testing; contracts; teaches to visual, auditory, and/or kinesthetic modes.

Special instructional materials - - - - - N03: P03: =
Instructor utilizes special materials with student, such as: talking books, text with low reading level; bilingual materials; computer assisted instruction; individualized materials, videotapes; audio-tapes.

Material/Curriculum modification - - - - - N04: P04: =
Instructor modifies instructional materials to meet student's needs, such as: adapts tests; provides study guides; prepares organizational aids for students; translates written material to graphs, develops smaller unit of instruction; highlights; translates test into native language, sequences tasks.

Reader/Interpreter/Notetaker - - - - - - - N05: P05: =
Instructor utilizes individuals to assist student, such as: sign language interpreter; native language/bilingual interpreter; aide of "buddy" as reader.

Tutorial services - - - - - - - - - - - - N06: P06: =
Instructor utilizes individuals to assist student, such as: peer personnel as tutor; individual tutoring; vocational instructor on extended contract.

Special equipment - - - - - - - - - - - - - N07: P07: =
Instructor utilizes special equipment to meet student's needs, such as: computer/voice synthesizer; magnifier; Braille writer; talking calculator; language master; optician; stereotoner; note taking machine; pencil grip; wrist hold-down, lapboard; bookholder.

Vocational fees/supplies - - - - - - - - - N08: P08: =
Student pays reduced fees; has fees waiver; receives free tests/materials. (Economically disadvantaged only.)

Request assessment to revise IVEP - - - - N09: P09: =
Student requires additional assessment of interests, abilities, and special needs; assessment results are used to revise IVEP.

Support Services:

Vocational Assessment/Evaluation - - - - - N10: P10: =
Student receives assessment of interests, abilities, and special needs.

Special Occ. class/program (include VESL)- N11: P11: =
Student attends vocational education program/class structured specifically for special needs students; participates in special work preparation program; participates in Vocational English as a Second Language (VESL) class/program.

Special Education Resource Services - - - N12: P12: =
Student (vocational) participates in special education resource services, such as: attends vocational class with student; student receives vocational education-related instruction as part of special education or any related service.

Vocational Basic Skills Lab - - - - - - - N13: P13: =
Student attends vocational remedial basic skills class/lab to improve performance in vocational program/class.

Extra counseling - - - - - - - - - - - - - N14: P14: =
Student participates in additional guidance and counseling services, such as: meets with school counselor on a regular basis; attends vocational guidance sessions/classes; meets with teacher for individual conferences related to vocational training; participates in group counseling in class; attends individual counseling related to vocational training; participates in transition services for post-school employment and career opportunities.

Special transportation services - - - - - N15: P15: =
Student (handicapped only) requires special transportation to participate in services such as special vocational education classes/programs/job sites; student (economically disadvantaged only) requires transportation services to participate in services such as special vocational education classes/programs/job sites.

Job placement/followup - - - - - - - - - - - N16: P16: =
Student receives transition services such as:
assistance in job placement; monitoring of employment history/behaviors.

EVALUATION/Student Grade For Course: FINAL:
= Fill in the grade (A,B,C,I...) the student receives at the end of the semester. For example, the 40 day count would have the grade input at the end of first semester and the 100 day count would have the grade input at the end of second semester.

Enrolled(E): = Enter an 'E' for each student in the vocational class with a completed IVEP (for final report purposes).

Passed(P): = Enter a 'P' for each student in the vocational class with a grade of 'D' or better (for final report purposes).

TEACHER INITIAL: = Teacher's Initial
(May be Input on screen form, <u>BUT MUST BE</u> hand written in black ink on the final printed form).

DATE: = Date Signed by Teacher.

For further information, contact Tim Mills, IVEP Coordinator,
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APPENDIX C

ADAPTING INSTRUCTIONAL MATERIALS FOR EQUITY

ADAPTING INSTRUCTIONAL MATERIALS FOR EQUITY

Instructional materials and teaching behaviors should demonstrate educational equity for all students.

To be sex fair - the following standards should be included in analyzing materials and teacher behaviors:

- Language should be sex fair - avoiding the use of single sex pronouns and other generic and single sex references.
- Sex role stereotypes should be eliminated. Career roles, family roles, and behavioral roles should reflect the expanded possibilities and realities of today's society.
- Non-traditional career roles should be presented in classroom materials and in role model presentations.
- Both girls and boys should recognize that their adult roles will probably include work, parenting, and home-making.
- Students should be involved in identifying examples of sex discrimination stereotyping, and bias in text-books, curriculum materials, media and other course-related materials.

Awareness of and implementation of these standards will result in providing an educational environment that is equitable and thus will provide students with a greater reality for their future.

For more information contact:

Heather Alberts
Program Director
NEW FRONTIERS
CENTER FOR EDUCATIONAL DEVELOPMENT
620 North 7th Avenue
Tucson, Arizona 85705
(602) 791-3953

APPENDIX D

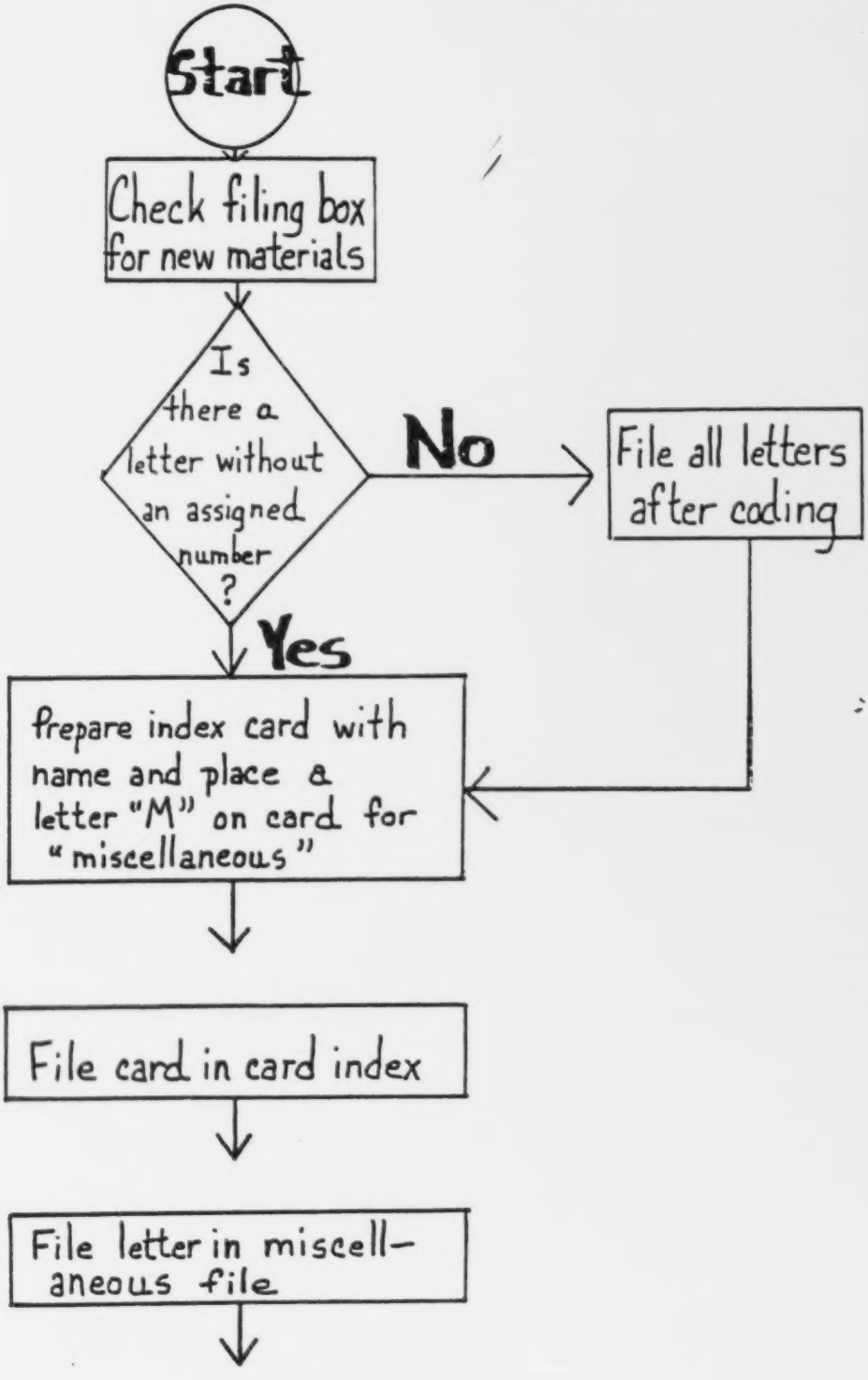
SAMPLE INSTRUCTIONAL ADAPTATIONS FOR LEARNERS WITH SPECIAL NEEDS

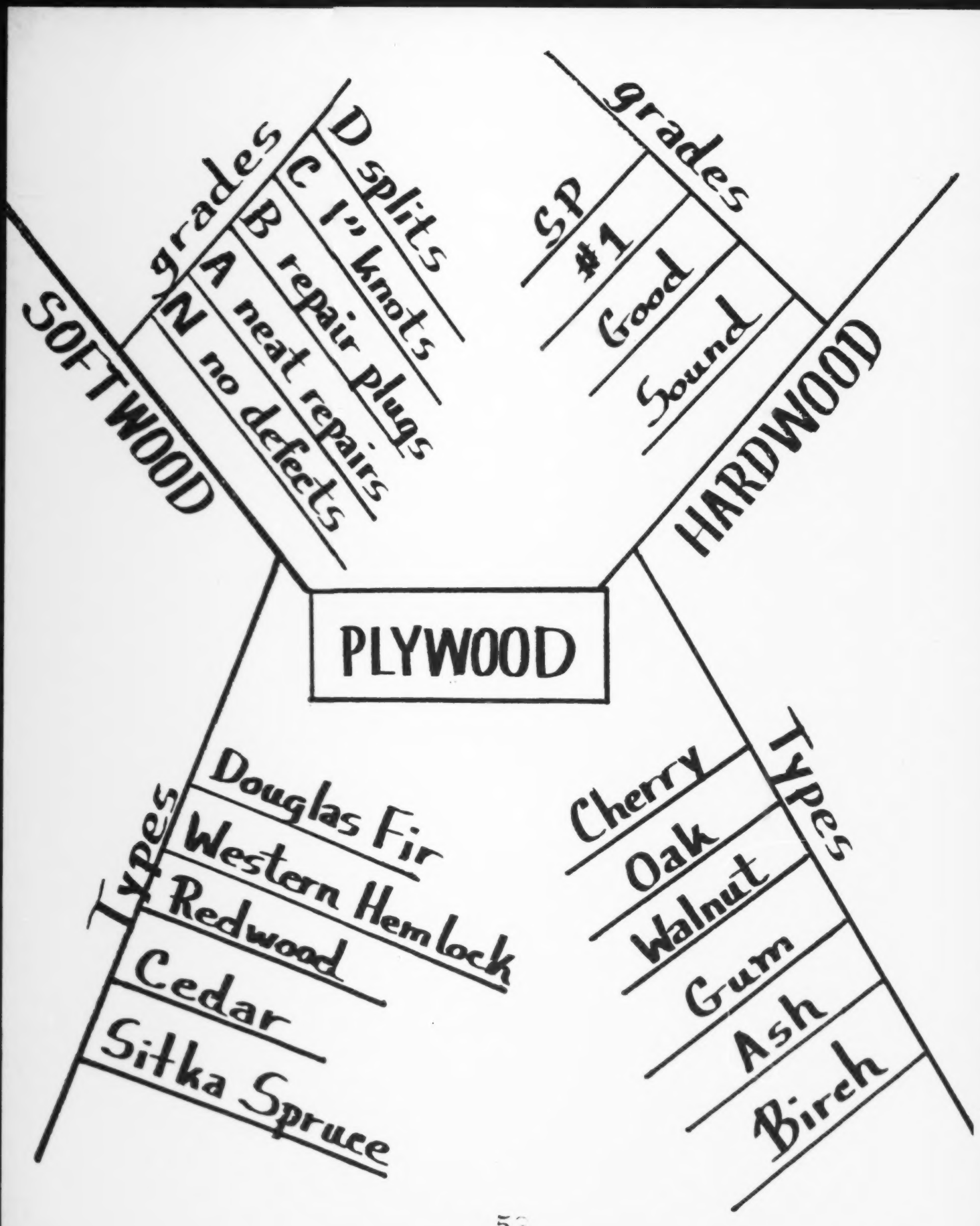
TASK ANALYSIS

Obj: framing & securing partition intersections

SKILL	ENGLISH	MATH
1. Measure and cut partition frame members	2x4 Stud Partition	¼ inch ½ inch etc.
2. Lay out frame members.	Blueprints Layout	
3. Nail frame members.		8d, 16d, 20d nails

FILING CORRESPONDENCE


Start
Check filing box for new materials
Is there a letter without an assigned number ?
No
File all letters after coding
Yes
Prepare index card with name and place a letter "M" on card for "miscellaneous"
File card in card index
File letter in miscell-aneous file


PLYWOOD
SOFTWOOD
grades
D splits
C 1" knots
B repair plugs
A neat repairs
N no defects
Types
Douglas Fir
Western Hemlock
Redwood
Cedar
Sitka Spruce
HARDWOOD
grades
SP
#1
Good
Sound
Types
Cherry
Oak
Walnut
Gum
Ash
Birch

TYPES of Hardwood

Cherry

Oak

Walnut

Gum

Ash

Birch

TYPES of Softwood

Western Hemlock

Redwood

Sitka Spruce

Activity Grid

Writing A TERM PAPER

	Date finished
Reading material	
Making an outline	
Writing introduction	
Writing main body	
Writing conclusion	
Proof paper	
Make corrections	
Write bibliography	
Turn in paper	

RAP Strategy

Step 1 Read a paragraph

Step 2 Ask yourself, "What were the main idea and details of this paragraph?"

Step 3 Put the main idea and details into your own words.

RAP on Sanding Flat Surfaces

MI This paragraph is about how to sand in the direction of the grain of wood.

d - First you should remove the pencil marks on the wood with a rubber eraser or a scraper.

d - You can sand across the grain first if there is a heavy defect in the grain to remove.

d - Then you need to sand with the grain to remove the "cross grain" scratches.

NOTE-TAKING SYSTEM

Notes

Major Point
detail
detail

Major Point
detail
detail

Recall

Self-testing
(?)
what
where
when
how
describe

Summary

Main Idea
Main Idea

WEIGHT CHANGE AND PHYSICAL ACTIVITY

Body burns off more calories than it takes in = weight loss

Body burns off fewer calories than it takes in = weight gain

Burn off calories with physical activity

Lose 1 lb. means burning 3500 cal.

How does physical activity relate to weight change?

How many calories do you need to burn to lose 1 lb.?

Losing or gaining weight means changing the balance between calories you take in and calories you burn off.

TAKING TESTS

- Read the directions and underline key words
- Move through test as rapidly as possible, answering each question only if you are sure of the answer.
- Place a check (√) by those questions you skip.
- Once you are through all the items, go back to those items which are checked.
- Reread the question, search for additional clues, and select an answer.